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ABSTRACT

This volume, the first in a two-volume guide to provide vocational educators in Massachusetts with some practical tools for planning and implementing student recruitment strategies in their local areas, discusses the planning and design considerations that have an impact on a student recruitment program and highlights promising practices used in successful programs. Addressed in the individual chapters of the guide are the following topics: recruiting priority population students (overcoming stereotypes, understanding ethnic minority views, recruiting limited-English-proficient students, recruiting for nontraditional programs, and recruiting handicapped students); the changing role of vocational education recruitment; promising recruitment practices that have worked in Massachusetts schools (bilingual teachers in bilingual programs, summer exploratory programs, boys and girls in nontraditional shops, bilingual counseling in suburban schools, and mainstreaming special needs students); organizing and implementing recruitment programs (using promotional techniques, following work plans, and learning from others); reaching out to the public (understanding the concept of community, networking, reaching out to various sections of the public, working with political groups, and obtaining support from business). Concluding the guide is a four-page bibliography that deals with nontraditional programs, minority access, bilingual and limited-English-proficient students, special needs students, and perceptions of and attitudes toward vocational education. (MN)

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YOU CAN DO IT! VOCATIONAL EDUCATION

VOLUME I: PLANNING YOUR APPROACH

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INTRODUCTION

Today's educational system is faced with declining enrollments, cuts in the local tax base and reductions in force. As a result, vocational-technical schools find themselves competing more and more with comprehensive schools for a shrinking student population and diminishing resources. The purpose of this guide, "You Can Do It" The Vocational Education Recruiter's Guide, is to provide vocational educators with some practical tools for planning and implementing student recruitment strategies in their local areas.

Massachusetts vocational high schools need to look at creative and aggressive strategies for recruiting students. In addition to the concern for overall increases in student enrollments, the Massachusetts Department of Education has placed particular emphasis on reaching out to student populations that have been historically underrepresented in Massachusetts vocational high schools. These "priority populations" include Blacks, Hispanics, limited English proficient students, handicapped individuals and boys and girls in nontraditional programs. Although Massachusetts is currently focusing on these particular student populations, the concern for equal access and equitable services in vocational programs extends to all underserved populations, including Native Indian people and Asian-Americans and a growing population of Southeast Asians who have recently resettled in New England.

In August 1982, the Educational Equity Unit of the Massachusetts Division of Occupational Education awarded a contract to the the minority-owned management consulting firm of A. L. Nellum and Associates (ALNA) to develop instructional and promotional materials for recruiting priority population students. The theme of ALNA's recruitment project "You Can Do It!--seeks to promote a positive image of vocational education among students and their parents.

The goal of the recruitment project is to assist Massachusetts vocational education recruiters in their efforts to reach out to a diverse student population and encourage them to enroll in vocational-technical programs. The project's objectives are:

- to promote an understanding of the factors that impact on the successful recruitment of students into vocational education, particularly students from priority populations;
- to increase the awareness of vocational educators about alternative and innovative recruitment strategies;
- to demonstrate the step-by-step application of these strategies;
- to solicit input from vocational educators on the development of project activities;
- to insure that they meet the needs of the Massachusetts vocational education system.

The project offers vocational high schools two types of assistance: (1) brochures and posters that emphasize the education and career opportunities available through vocational-technical training and (2) a two-volume guide to planning and implementing possible recruitment strategies.

How To Use This Guide

"You Can Do It! The Vocational Education Recruiter s Guide is organized into two volumes. Volume I discusses the planning and design considerations that impact on a student recruitment program and highlights the "promising practices" of successful programs. Volume II offers step-by-step instructions for implementing specific recruitment strategies, including sample products and information on developing a comprehensive network of resources. The Recruiter's Guide meets a variety of information needs:

- As a review of the current participation of priority populations in vocational education programs, the Guide provides insights into the social, cultural and economic barriers that impact on effective recruitment strategies.

- As a study of significant local recruitment efforts, the Guide describes "Promising Practices" that illustrate the integration of staff resources and community outreach to promote positive images of vocational education.

- As a "how to" manual for organizing and implementing recruitment strategies, the Guide reviews step-by-step procedures, "do's" and "don'ts" and tips on acquiring and using resources effectively.

You may also want to consider using the Guide as the basis for an in-service training program for your school or community.

Who Should Use This Guide

The Recruiter's Guide is designed to assist vocational school personnel who may have varying levels of experience and expertise in student recruitment. The particular focus of You Can Do It! is to develop an awareness of the issues and describe some practical strategies for recruiting priority population students.

Novice recruiters may need to review all the material in both volumes of the guide to get a broad overview of the recruitment issue, be inspired by the success of their colleagues and encouraged to try similar strategies. More experienced recruiters may use the Guide to review approaches and strategies that they currently are using, find some new angles for current strategies or experiment with new strategies.

In the long run, we hope that you will share the Recruiter's Guide with others who may be involved in recruiting students for your school. This includes not only school personnel, but parents, graduates, employers and community members as well.

Finally, remember that you are not alone. Vocational school recruiters throughout the Commonwealth and across the country are faced with problems similar to yours: declining enrollments, shrinking budgets, staff cutbacks and low morale. The Student Recruitment Project can't solve all those problems, but it might help you develop a new perspective on student recruitment and perhaps start you on your way to meeting the challenges that education will surely face in the 1980s.

"You Can Do It!" Good luck!

ACKNOWLEDGEMENTS

A successful project depends on the contribution and cooperation of many individuals; each one deserves special recognition.

We have had the good fortune to work with an Advisory Group that has provided us with the guidance, direction and focus we needed to insure that the Recruitment Project met the needs of Massachusetts vocational school personnel. Our Advisory Group has given generously of its time and expertise, and we are grateful for their contributions. Our sincere thanks to Norma Baker of Northern Educational Services in Springfield; Libby Chiu, Bilingual Coordinator for the Boston Public School System; Tony Davilla, Director of Bilingual Programs for the Worcester Public School System; Manny Gomes, Vocational Instructor at Greater New Bedford Regional Voc-Tech; Leo Millea, Director of Trade and Industry at Southeastern Regional Voc.; Phyllis Wooten Perry, of the Urban League of Springfield; Dr. Michael Savage, of the South Shore Collaborative; Charlotte Scott, Superintendent/Director of Montachusett Regional Voc-Tech; and Hilda Thompson, Senior Education Specialist at Digital Equipment Corporation.

During the course of the project, we interviewed Massachusetts vocational educators about their schools' recruitment efforts--How are they doing? What are the successful aspects of their programs? What would they like to change? Special appreciation and recognition go to Jack Lynch from Worcester Trade School, Beverly Lydiard from Minuteman Tech, George Luoto from Keefe Vocational Technical High School and John Mucci from Blue Hills Regional Vocational School for taking the time to share their enthusiasm and describe their experiences in recruiting priority population students.

The models for the "You Can Do It!" posters and brochures are students at Greater Lawrence Regional Voc-Tech. We'd like to thank them for their patience and enthusiasm. Thanks also to the staff of the Massachusetts Vocational Education Curriculum Resource Center in Lexington, for helping us identify the people and literature that exemplify effective student recruitment efforts.

The Student Recruitment Project is especially fortunate to have a project officer who, through her wisdom and caring, has provided us with valuable guidance and support. Thanks to Elaine Cadigan, Educational Equity Coordinator for the Massachusetts Department of Education, Division of Occupational Education.

Several other people in the Department of Education provided us with their insights on the problems and potential solutions to recruiting priority populations. Thanks to all of you who helped us identify the people and

programs to contact in Massachusetts' vocational education community. Thanks also to the team leaders from the Massachusetts Regional Educational Centers for their practical suggestions about the format and readability of the Recruiter's Guide.

Finally, we'd like to thank our colleagues at A.L. Nellum and Associates for their cooperation and assistance. Robert Leaver designed and conducted the Advisory Group meetings, and created a working environment that inspired us all. The Sunrise Corporation of Providence, Rhode Island, created the "You Can Do It!" logo and designed our posters. Joanne Stalker produced the graphics and layout for the Recruiter's Guide and the Student Parent Fact Pack. Carole Pickard and Diana Staples deserve sincere thanks for typing many drafts, coordinating the efforts of the staff and the Advisory Group and generally managing to see that everything got out on time.

Mimi McGrath and Rhonda Pekelo

for "You Can Do It!", The Student
Recruitment Project

1 RECRUITING PRIORITY POPULATION STUDENTS

Vocational-technical high schools have always had to compete with academic or general programs to enroll students. Over the next ten years, however, these problems will escalate with the number of high school-aged students decreasing by as much as five percent per year. In addition, both the federal and Massachusetts laws governing equal access to vocational programs require that vocational schools focus increased attention on recruiting and enrolling populations not currently served. The Massachusetts Department of Education has gone one step further by targeting current efforts at recruiting and serving priority population students--i.e., Blacks, Hispanics, limited English speaking students, handicapped individuals and girls and boys in non-traditional occupations.

In addition to these identified priority groups, vocational schools should also attempt to extend their recruitment and enrollment efforts to other underserved groups in their local areas. These may include Native Indian people, Asian-Americans, and increasing numbers of resettled Southeast Asians.

A successful recruitment strategy may become even more important over the next few years as vocational schools attempt to maintain adequate enrollment levels, insure equitable services to priority populations and provide quality education to all vocational students.

Student recruitment strategies at most schools have been similar:

- hold assemblies at sending schools
- schedule tours of the school
- invite students and parents to an open house
- mail out brochures
- get an article in the paper
- produce a slide show

However, in areas where priority populations make up a significant proportion of the general student population, some vocational-technical schools have had to design special efforts to attract applicants--achieving relative success in enrolling, training and retaining them. Massachusetts vocational schools can benefit from some of these innovations.

Overcoming the Stereotypes

The negative image attached to vocational education may be the largest single deterrent to the successful recruitment and enrollment of priority population students. At the root of this problem are the issues of historical fact--i.e., that early vocational schools excluded minorities and women from their programs--and the stereotyped view of more recent years that the "quality" of a vocational education was inferior to a regular curriculum. Despite legislative mandates and many successful efforts at the national, state and local levels to increase access and improve programs, the public perception of vocational education is still generally poor.[1]

A model recruitment strategy can enhance the ability of local vocational programs to dispel this image, attract qualified students and maintain enrollment levels. But before we can talk about strategies, we must first determine where the image problem lies--just what are the public's views about vocational education and how can we help to improve them?

A recent review of the available literature and interviews with Massachusetts vocational education practitioners has identified some of the more prevalent views held by families and students in general and by priority populations in particular. These observations should provide us with some valuable insights to designing a good recruitment strategy.

Ethnic Minority Views

Minority communities hold a generally negative view of vocational education.

Their stereotype of a vocational student is someone who is generally unable to compete scholastically in academic programs. In addition, the literature on minority participation in vocational and career education shows these groups earning less money, having less salable job skills and experiencing higher rates of unemployment.

While this situation may still be common in some vocational school systems, it is certainly not true of a large number of school systems around the country. The public's lack of information about the many advantages of vocational education is one area that a student recruitment program must work to improve.

Minority students are generally overrepresented in some vocational programs and seriously underrepresented in others.

Data from a 1979 study indicate that minority students comprise more than one-fourth of the trade and industry enrollment; but that less than three out of every 20 technical education students are minorities.[2] A Study of Minority Group Student Access to Vocational Technical Schools in the Boston and Springfield Metropolitan Areas (the Metropolitan Planning Project, Newton, MA: 1975) sheds some light on the sources of the problem. According to the study, minority enrollment was high in older, inner-city vocational schools but these facilities were not equipped to provide training in the emerging high technology occupations that were available at the newer regional and suburban schools.

Society is rapidly changing from an industrial to a technological one.

The new and expanding occupations are technical, but most minority students are enrolled are in the industrial programs. One way to attract minority students to vocational education and to increase enrollments in technical training courses is to disseminate information (through brochures, newspaper articles, student assemblies, open houses) about training and careers in health technology, electronics, computer repair, etc. There may also be some approaches that those older urban schools can take to help them upgrade their facilities and increase general enrollment levels. One idea that we will look at later is to develop "Adopt-a-School" agreement between urban schools and local businesses where companies loan staff to help train students in a particular field, donate equipment or materials to be used in class, etc.

Vocational Education and Black Students

In the Black community, negative image and a lack of information have kept Black students away from vocational schools. Charles Nichols, of the National Association for the Advancement of Blacks in Vocational Education (NAABVE), characterizes the situation in this way:

> That's for someone else's children--a dead-end education for people who cannot achieve in other areas--and in the minds of the Black community, the vocational education system hasn't shown too much concern for altering the situation.[3]

Efforts to educate the Black community about vocational education must show some positive steps to insuring that vocational training will not be used (as it was in the past) to track Black youth into low-paying jobs and away from postsecondary educational opportunities.[4]

A proportionately larger number of Black students is enrolled in vocational education programs than their white peers but they are concentrated in the industrial trades and service occupations, with limited access to more highly skilled technical occupations.[5] While today's vocational education system has made a strong point about providing for the disadvantaged and "underachievers" perhaps we have oversold this point; many Blacks see vocational education as a place only for those who are at the bottom of the achievement totem pole. The fact that this is untrue does not alter the perception. If we are to serve Black Americans better, we must do some convincing and redirecting so that they perceive vocational education as a worthwhile program for the sophisticated as well as for those who lack sophistication; so that vocational training is no longer viewed as a dead-end educational process leading nowhere.[6]

A survey of more than 1,200 Black leaders from across the country (Black Leaders Attitudes Toward the Desirability of Black Students Entering and Completing Vocational Education Programs, A. L. Nellum and Associates: 1978) identified several characteristics about vocational education which might attract minority students to vocational programs. These include: training which is related to available or emerging jobs, sound academic studies, on-the-job work experience, increases in the amount of stipends and the number of scholarships, high graduation requirements, placement services and follow-up studies.

Vocational education can be an important means of decreasing unemployment among Black youth. With unemployment at crisis levels, it is not surprising that a primary concern about the role of vocational education is whether it can help students find jobs.[7]

Families and community leaders are calling for a strong effort by vocational educators to improve students' qualifications for employment and to make a concerted effort to help them find jobs. Charles Nichols, points out:

> We have to convince Black Americans that the sophisticated technologies of the '90s are being presented in the vocational schools of today and are available to them. To better serve them we must show that vocational education does not reach out only to those who are under-achieving but to those who are highly motivated as well.[8]

The general inadequacy of facilities and equipment in the urban vocational schools is another deterrent to increased minority enrollment. In recent years, vocational education facilities have sprung up in suburban areas to match suburban population growth; inner-city facilities and equipment have not been replaced and, in some cases, not even maintained.

Again, Nichols offers the observation that "we will serve Black America better when the schools that are in predominantly Black areas achieve the same degree of sophistication in equipment, instructional and management staff that is achieved in schools on the periphery of those areas. We are going to serve Black America better when access is provided to the various technical institutions that have for some purposes been placed out of reach of the Black community".[9]

Hispanic Students and Vocational Training

If we take a look at the Hispanic community, we see some similarities to the Black perspective of vocational education; much of this attitude results from the lack of adequate information about vocational programs. The Spanish-speaking population in the U.S. represents the nation's second largest minority population. They suffer from problems similar to those of many Black Americans--high unemployment, low educational attainment and economic hardship.

Let's take a moment to examine the concerns of the Hispanic community for educating its youth. There are over 11 million Hispanics in the U.S. Data from the 1970 Massachusetts Census show that out of the total Spanish speaking population between the ages of 16 and 24, the rate of high school dropouts was 63% for males and 58% for females.[10] According to a 1975 Bureau of Census report, the Spanish-speaking population seems to be growing at a faster rate than any other ethnic group in the country. To a large extent this population is composed of young people, 13 percent of whom are under five years of age, with only 4 percent over 65. These data suggest that Hispanic youth will be making increasing demands on our educational systems; we must develop and maintain support systems that can enhance educational and career development of these students in the future.

Identification with family and tradition is an important factor in the development of Hispanic youth; parental and community involvement in the educational process will contribute to the success of the Hispanic student. Unfortunately, neither boys nor girls are encouraged by their families to enter vocational training programs. For the girls, there may be an additional cultural factor prohibiting participation, i.e., it is a negative reflection on a man for his wife to be working. Recruitment strategies for the Hispanic community may need to focus on developing community outreach (to gather support from the local churches, social clubs, etc.) and designing activities and materials that are formally or informally endorsed by these community groups.

Recruiting Limited English Proficient Students

Of the total 1975 U.S. population four years and older, more than 25 million people did not use English as their usual or second language.[11] Approximately 8 to 10 million are dysfunctional in both their primary language and in English, i.e., they do not have adequate reading, speaking, writing and listening skills.[12]

For students with limited English proficiency, enrollment in vocational programs will depend in part on the availability of special bilingual programs and active support for adapting the learning environment, wherever possible, to provide LEP students with the opportunity to work in a wide variety of vocational programs.

Language is used to satisfy personal needs and world of work requirements. Individuals who are bilingual in English or who have a limited proficiency in English must reconcile some balance between maintaining the use of their native language and developing enough fluency in English to succeed in school and work. For the parents of bilingual or limited English proficient students, the native language is used in the home environment for interpersonal communication while English becomes the means for verbal transactions related to the job, contact with the school and other routine activities like shopping, banking, paying the bills, etc., which involve interaction with English-speakers.

Parents determine the extent to which the native language is used in the home. The teacher determines the extent to which English is used in the school. The student must be able to reconcile the utility of both languages in order to function successfully in the home and outside of it.[13]

How successful has the educational system been in addressing the needs of limited-English proficient students? Since 1967, the federal government has adopted several pieces of legislation to encourage states to expand their bilingual offerings. The Title XII Amendment to the Elementary and Secondary Education Act and Title I of the Education Amendments of 1974 are two examples.

A New Jersey study of existing legislation for bilingual education indicates that there are usually limited funds available to stimulate bilingual education for public school students whose primary language is Spanish.

Only a small percentage of the available funds are allocated for vocational education at any specific level. Little if any funding has been made available to research the type of bilingual education that would best meet the needs of the Spanish-speaking student with limited English-speaking ability.[14]

The Massachusetts Department of Education estimates that the number of elementary and secondary school students attending school in 1975-1976 whose primary language was not English was 38,582 or 3.2% of school enrollment.[15] Four out of every 10 of those students had a limited English-speaking ability resulting in an obstacle to their success in educational programs.[16]

A comprehensive assessment of the educational needs of persons with limited English-speaking ability is not available but some of these needs can best be identified at the local level. Available data do indicate, however, that identifiable groups are not fully involved in the educational mainstream. The language barrier compounds that problem.

Researchers in the study, Vocational Education: Meeting the Needs of Special Populations, confirmed low enrollments of LEP students, even though the individuals interviewed for the study included large proportions of Hispanic or Asian American students. Two explanations were suggested. The first was that the relatively small number of LEP students enrolled in vocational programs was a reflection of the low total high school enrollment of LEP students. The argument most often presented to researchers was that by the time LEP students reached high school and were eligible for vocational education, they had also become proficient in English and, therefore, could no longer be categorized as LEP. On the other hand, some community advocates felt that because school districts were no longer providing special bilingual instruction and counseling services in the high schools, LEP students who did have problems with their school work would become frustrated with the situation and eventually drop out.

In developing an appropriate recruitment strategy, a school should first identify problems affecting the enrollment of LEP students and then try to match them with appropriate services to encourage enrollment and promote retention.

Recruiting for Nontraditional Programs

Efforts to meet the needs of women and men in nontraditional training and employment have focused predominately on increasing the number of women in nontraditional occupations and expanding their representation in a broad range of training programs.

Legislative emphasis on sex equity has resulted in numerous programs and demonstration projects at the national, state and local levels. Despite this progress, some state agencies, school districts and communities are reluctant to promote nontraditional training programs. This attitude constitutes a major barrier to sex equity in vocational education.[17] As a result, girls remain uninformed or misinformed about the potential that a vocational education can offer them. They are also uninformed

about the roles that women play in today's workforce and are not particularly encouraged by parents or teachers to enter nontraditional training areas. The near absence of female role models and female instructors in nontraditional programs contributes to the problem of educating girls about opportunities.

Research on factors influencing the decision of secondary school girls to enter nontraditional vocational programs shows that parents, teachers and counselors all play influential roles in affecting that decision-making process (Rj Associates, Inc., Women in Nontraditional Training in Secondary Schools, Arlington, VA: 1979). While they may express favorable attitudes about nontraditional careers in vocational education, there is still an underlying current of traditional expectations. "I wouldn't want my daughter under a car...They're not really serious...It's not ladylike...I don't let the girls run the big press...I don't want my boys distracted by a girl," are all examples of remarks made.[18]

National figures on women in vocational education indicate that the percentage increases in women's enrollment in nontraditional trade and industry programs occurred in courses without a strong sex-role image (such as drafting, law enforcement and graphic arts), rather than courses with a strong male image (such as construction, police science and machine shop).[19] Massachusetts data indicate similar patterns of over- or under-enrollment. For example, eight out of every ten females enrolled in programs are either in non-occupational consumer and homemaking or in office occupation programs.[20]

Research also indicates that the secondary level may be the most difficult time to try to interest girls in nontraditional training. Girls in secondary schools are under tremendous peer pressure to retain "traditional" values. Some experts feel that unless a girl has been exposed to nontraditional programs prior to entering high school, it is very difficult to reach her.

Recruitment into nontraditional programs must also address the issues affecting retention in those programs. Fears around being "the only girl in the class" and harassment by other students are realities that girls who enter nontraditional programs have to face.

Efforts to recruit men into nontraditional training programs have been small compared to the women. The issue takes a very different focus. Society in general and parents in particular are more willing to allow their daughters to pursue traditionally male vocations than to allow their sons to pursue traditionally female vocations. Although enrollment statistics reveal that the proportion of boys enrolled in predominantly female areas has grown more rapidly than girls in male-dominated areas (Vetter et al, 1979), this national trend has not been apparent in Massachusetts, at least among seniors in nontraditional Chapter 74 programs.

One possible explanation for the paucity of boys in nontraditional areas is that Chapter 74 programs do not include Office Occupations--a program area that is generally considered nontraditional for males.[21]

Recruiting the Handicapped Student

There are over 3.5 million handicapped persons in the U.S.--one in ten participates in some form of vocational training. Ten states, including Massachusetts, collectively contain nearly half of the total handicapped population reported.[22]

Approximately 1.8 million youth or 7 percent of the total youth population in the U.S. comprise the groups identified as handicapped or disabled.[23]

The U.S. Office of Special Education estimates that one out of every ten handicapped youth fails to complete high school.[24] Labor force studies indicate that less than 40% of the noninstitutionalized handicapped adults in the U.S. are employed and of these, more than half earned less than $2,000 per year.[25]

While the vocational education system has continued to enroll significant numbers of handicapped students, individual schools may need assistance in recruitment. The problems of recruiting handicapped students are two-fold. On the one hand, vocational teachers may feel that they do not have an adequate background to work with these students. On the other hand, handicapped students and their parents may feel that their needs can be met more effectively by agencies that are set up to work with handicapped individuals. Set-aside provisions and requirements for mainstreaming have only slightly altered these perceptions.

A study of special needs populations in vocational education found that vocational educators were concerned about unrestricted access to programs by special education students. Educators feared that vocational programs might be considered a "dumping ground for problem children," inappropriately placed and without the support necessary to succeed. At the same time, special educators questioned the willingness and ability of vocational educators to modify their teaching practices in order to accomodate the special needs of handicapped students. (A.L. Nellum, Vocational Education: Meeting the Needs of Special Populations, Washington, D.C.: 1980).

If strategies for recruiting handicapped students are to be successful, they must address the concerns of the students, parents and schools. This includes targeting handicapped enrollments into more of the technical training areas, providing general information to local communities regarding the capabilities of handicapped students, creating publicity to highlight the quality of vocational education, etc.

Enrollment Trends in Vocational Programs

The Commonwealth provides about one-fourth of its public high school graduates with some type of organized vocational or occupational education, other than typing and non-occupational consumer and homemaking.[26] Table I describes the perceived needs of LEAs in order to meet the vocational education needs of all students, without regard to local, state and federal funding.

The data used in Table I were reported by LEAs in their local plans and analyzed by the Department of Education for its Three-Year Plan for Vocational Education. In order to assist school districts in justifying need, the Department has suggested possible source documents for them to use, including specific policy documents, data reports generated by the LEAs, evaluations and plans, and demographic and employment data.

Table I

Student Need by Type of Population[1]

A Summary of Data for School Districts, by Region
(Figures indicate percentages)

	Needs Are Inadequately Addressed						Need To Increase Enrollment						Need To Increase Support Service					
Student Population	I	II	III	IV	V	VI	I	II	III	IV	V	VI	I	II	III	IV	V	VI
HANDICAPPED (Ch. 766 elig.)	92	32	80	92	96	58	79	92	79	87	89	55	94	92	96	97	100	75
ECONOMICALLY DISADVANTAGED	87	70	74	85	88	69	73	73	76	82	85	56	93	80	84	87	57	82
ACADEMICALLY DISADVANTAGED	90	91	85	92	79	69	73	92	85	78	89	56	88	100	96	90	65	82
LEP	67	33	22	38	40	10	43	33	48	50	58	32	68	63	58	65	67	20
MINORITY	68	18	21	32	32	17	71	25	38	56	58	40	83	38	50	53	46	33
FEMALES IN NON-TRADTNL.	85	67	83	81	92	50	100	92	98	100	92	91	94	92	89	87	65	64
MALES IN NON-TRADTNL.	91	67	80	78	88	64	94	83	94	199	89	90	88	92	87	86	61	55

Legend: Region I - Greater Boston
II - Northeast
III - Central
IV - Southeast
V - Springfield
VI - Pittsfield

[1] Table adapted from The Commonwealth of Massachusetts Three Year Plan for Vocational Education for Fiscal Years 1981 and 1982, State Dept. of Education, Boston, Mass., July 1980. pp. 3-8.

According to Department of Education reports, school districts in all regions agree that the vocational education needs of minorities were more adequately addressed by current programs than were the needs for any other priority population. However, regions varied in their perceptions about which student populations were being underserved in their local area.

Schools expressed a greater need to increase enrollment of females in non-traditional programs (i.e., programs in which male enrollments were 90-100%), with the least need arising for increasing enrollments of those with limited English proficiency and minorities (12% - 54%). The need to increase support services for handicapped students was expressed by most

school districts (100% in the Springfield region), while limited English proficient students and minorities were again considered to need little additional assistance.

A review of Massachusetts 1981 statewide totals for secondary school enrollments in approved Chapter 74 programs indicates that young women account for 30% of vocational enrollments, minorities 7%, handicapped students 12% and limited English proficient students 1%.[27] Enrollments in regional vocational-technical high schools are 29% female, 4% minority, 13% handicapped and less than 1% limited English speaking.[28] We can make some additional observations by looking at the participation of priority population students in specific courses and occupational areas:

1. Massachusetts enrollment data indicate that girls are generally underrepresented in most vocational education programs and overrepresented in others. For example, eight out of every ten females enrolled in Massachusetts vocational schools were either in non-occupational consumer homemaking or office occupation programs.[29]

   The 1981 statewide enrollments for all vocational programs (secondary and post-secondary) indicate that girls represent better than 80% of the students enrolled in such courses as Distributive Education, Health Service Occupations, Occupational Preparation-Homemaking, Secretarial and Other Office Occupations, Personal Services and Textile Production and Fabrication.[30]

2. Girls make up less than 5% of the enrollment in most Trade and Industry courses in Massachusetts high schools. Air Conditioning, Refrigeration, Other Automotive, Heavy Equipment Operation and Maintenance, Masonry, Plumbing and Pipefitting and Maritime Occupations have female enrollments of less than 2%.[31] This seems to reflect the reality of opportunities currently available in the workforce.

3. Minority students are concentrated in the large urban area vocational schools, while the average enrollment of minorities in the suburbs and regional vocational schools is generally less than 2%. In most cases, the proportion of minority students enrolled in a particular vocational school generally reflects the proportion of those students residing in the local area. The participation rate of Blacks and Hispanics in all secondary school vocational programs is generally less than their representation in total school district enrollments. However, total statewide minority enrollment in Massachusetts vocational education programs is approximately 7%.[32]

4. Statewide enrollment totals for minorities indicate that they are concentrated in Agricultural Resources, Advertising Services, Food Distribution, Medical Lab Assistant and Textile Production and Fabrication (where they represent between 25 and 50% of the enrollment). They represent between 0 and 2% of the enrollment Agriculture Production, Forestry, Hotel and Lodging, Practical Nursing, Diesel Mechanics, Heavy Equipment Operation and Maintenance and most technical education courses.[33]

5. Limited English proficient students generally represent from 0 to less than 1% of the enrollments in vocational programs and are concentrated in urban vocational schools, although most local school districts serve some number of LEP students in their public school systems.

   In terms of course enrollments, LEP students seem to be concentrated in Body and Fender Repair, Auto Mechanics, Carpentry, Electronic Occupations, Small Engine Repair and Machine Shop courses.[34]

6. Handicapped students comprise approximately 4% of the total Massachusetts secondary school enrollments and between 15-20% of the vocational education enrollments. Handicapped students accounted for 100% of the enrollments for courses in Hotel and Lodging, Auto Technology and Custodial Services. In terms of numbers of handicapped students, the largest concentrations of students were enrolled in Agricultural Production, Food Service and Other Distributive Education courses, and Graphic Arts as well as a number of Trade and Industry courses including Sheet Metal, Machine Shop and Carpentry.[35]

FOOTNOTES: Priority Populations

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[29] Mass. Department of Education, Annual and Five-Year State Plan for Vocational Education 1978-1982. op.cit., p. 11.

[30] Mass. Department of Education, 1981-1982 enrollments. op.cit.

[31] Mass. Department of Education, 1981-1982 enrollments. op.cit.

[32] Mass. Department of Education, 1981-1982 enrollments. op.cit.

[33] Ibid.

[34] Ibid.

[35] Ibid.

2 THE CHANGING ROLE OF VOC ED RECRUITMENT

Vocational education in the U.S. enrolls twice as many people today as all the four-year colleges and universities combined. Emerging from a faint beginning at the birth of our nation, the concept of vocational training is based on a fundamental objective of American life--how one earns a living.

Three out of four jobs in business and industry require vocational or technical training below the college level.

Vocational education has helped to supply the manpower for crafts, trades and agriculture from early America through the nineteenth century. Following World War II, vocational education helped to meet the increasing demand for people to fill jobs in the skilled trades; and as technical fields became more complex in the 50s and 60s, vocational education was the logical first step on a career ladder to further opportunities. The number of vocational-technical schools grew rapidly during the 60s and 70s, providing the states with the opportunity to construct new facilities with federal funds and develop new programs.

Vocational Education Today

The numbers of high school-aged students will continue to decrease by as much as 5% per year over the next 10 years.

The eighties are signalling great advances for vocational-technical training. According to a 1980 study of the Joint Economic Committee of the U.S. Congress, three out of every four jobs in business and industry require vocational or technical training below the college level (even though one third of the high school graduates still goes on to college). Vocational schools are in a key position to provide students with the kind of

specialized training to move into these jobs--they have the facilities and the trained staff. Parents are drawn to vocational education by the opportunities implied for their children in a "job-oriented" education. They also like the discipline, structure and work ethic that are integral parts of vocational training.

The bad news is that the number of high school-aged students will continue to decrease by as much as 5% per year over the next ten years. Competition will increase among all schools to enroll students. Vocational-technical schools need to develop more effective strategies for attracting these students and maintaining enrollment levels.

Some students will not choose voc ed because of its public image of tracking priority populations into the low-skilled training and low-paying, deadend jobs.

Vocational schools need to design recruitment strategies that cast a wider net by attracting support from the local community as well as from individual students and their families. Part of this recruitment strategy involves renewed efforts to reach out to priority populations--students for whom vocational-technical training could provide an excellent opportunity for well-paying jobs, career advancement and economic mobility, but who are not considering vocational education because of its negative image.

Historically, minority students have been underrepresented in vocational training for the higher paying occupations and overrepresented in training for low-skilled, low paying occupations. Vocational education has not been an attractive alternative for them; and many parents consciously decide against enrolling their children in vocational programs. Linguistic minory students are underrepresented primarily for the lack of adequate bilingual programs and supportive services at the vocational schools, but also because of cultural stereotypes that are often the major influence against girls enrolling in any vocational training program.

Although the enrollment of girls in vocational education continues to increase, closer examination shows that they are concentrated in "traditional" training programs which prepare them for careers often characterized by low salaries and limited career mobility. However, through legislation, federal and state mandates, and increasing economic and social pressure, girls are being encouraged to choose the nontraditional fields in vocational education.

Vocational education has made a good deal of progress toward serving the handicapped over the last ten years, but this is often overshadowed by the urgency and immensity of the responsibilities that the vocational education system will face in the future. Right now, the education system still has a long way to go in developing the awareness of vocational educators about the need to integrate handicapped students into the mainstream student population and learning how to teach handicapped students in the regular classroom.[1]

A Challenge for Aggressive Recruitment

Vocational schools need to develop strategies to attract community support.

The job of the vocational school recruiter is not an easy one. Where the recruiter may have based past recruitment efforts on visits to feeder schools and had waiting lists from which to select students, today's recruiter needs to develop a multi-dimensional approach.

The sending school is in fierce competition to keep as many students as possible for the traditional high school programs; and vocational recruiters may find themselves locked into speaking with only selected groups of students. The student assemblies at the sending school may be limited to pre-screened students who have expressed an interest in vocational training. Many sending school guidance directors neglect or ignore vocational program brochures either because (1) they consider vocational schools dumping grounds for the alienated or academically inferior student, (2) they prefer to interest students in college prep programs and/or (3) they are apprehensive about approaching students concerning vocational training because this may be construed as an attempt to track students (especially minority students) into less prestigious professions.[2]

Vocational school recruiters should examine these questions:

- Do parents in your community know about the quality of education and job training that your program has to offer?
- Are administrators and guidance counselors in the sending schools aware of the objectives of your vocational program?
- Are the administrators and local boards of education fully informed about the purposes of vocational education and the important role it will continue to play in training youth for future jobs?
- Are students in your school district aware of the potential jobs available to them following the completion of high school vocational-technical training?
- Are employers in your community asking for your graduates?

Your recruitment strategy should address each of these issues if it is to be a success. A variety of recruitment tools and strategies lies well within your reach, tools which are effective, efficient and relatively inexpensive. "You Can Do It!" The Vocational Education Recruiter's Guide will give you step-by-step instructions about how to acquire and use these tools.

FOOTNOTES. Changing Role

1 Annell L. Simcoe. Vocational Equal Access Research Project. Rutgers University: 1979.

2 Charlotte A. Conaway. "Vocational Education Serves the Handicapped," Voc Ed. April, 1981. pp. 22-25.

3 PROMISING PRACTICES

Strategies That Work in Massachusetts Schools

One of the first tasks of the Vocational Education Recruitment Project was to visit some of the Massachusetts schools and find out about their current recruitment efforts. We looked at a variety of programs; some directed toward recruiting bilingual students, some for women in nontraditional programs, some for special needs students.

> ***Success comes only after trying many different strategies and revising your approach until you find one that's right for you.***

We found that the people coordinating and directing these efforts were doing an exemplary job, but their success was as much a factor of their personalities, persistence and energy as any programmatic factors. These people share certain commonalities: they have worked in the vocational education system for several years, they have attained credibility because of their work, they understand the needs of the vocational education system and they are aware of the needs of priority population students.

The promising practices described on the following pages demonstrate the importance of adapting recruitment strategies to your school's local geographic area, economic base and population mix, among other factors. The profiles of the recruiters and their programs also reinforce the idea that success comes only after trying many different strategies and revising your approach until you find the right combination of activities for attracting students to your school.

The programs presented in this chapter are not necessarily models to be replicated. Rather they are "snapshots" of strategies that work because they adequately addressed the recruitment needs of the particular school in which they were implemented. Look at the whole picture. Try to imagine which aspects might work in your school and community and which would not.

Then develop a plan and go to work. If these program ideas don't fit your particular needs, try some alternative approaches. But keep at it until you find what works for you.

Bilingual Teacher in a Bilingual Program

To Jose, the most important aspect of recruiting is getting to students and parents early.

Jose Gonsalves is a young, energetic Portuguese teacher who has taken on many of the recruitment activities in his vocational school in addition to his own teaching responsibilities as an automotive instructor.

New Towne Regional Technical High School is located in an area with a large population of both Spanish and Portuguese speakers. Tech High has developed a bilingual program which is coordinated jointly by Jose and the school's Director of Special Needs Programs.

Because he is fluent in Portuguese, Jose translates all the school's recruitment and application materials. He visits the junior high schools and shows a film strip and a movie that also have been translated into Portuguese. He is then available to answer questions from the students in their own language.

Jose also gets public service announcements on the local Portuguese radio station to promote school programs and has appeared on local cable TV programs.

In an attempt to develop direct contact with junior high school students, Jose obtains a mailing list of all the seventh and eighth graders in the district. He sends an information packet about Tech High to the students and their parents to help them find out more about vocational education. Jose often follows up with phone calls to parents to answer questions or concerns they might have about their child attending the vocational school.

To Jose, the most important aspect of recruiting is to get to the students and their parents early, i.e., before they have made a decision about which high school to attend. With this in mind, Jose is now developing a videotape presentation about vocational education to be used with sixth graders.

In addition to the regular Open House tour of the school, Tech High's Parent Advisory Committee sponsors a special Portuguese open house. Jose also goes out to visit and talk with community agencies so that they understand the programs offered at the vocational school. This is especially important for those agencies serving the Portuguese community.

Trying to maintain a good balance between teaching and counseling activities is difficult. Jose alternates one week in his automotive class and

one week as a bilingual counselor/translator. (The students alternate one week of shop with one week in related and academic subjects).

One interesting result of this program is the heavy concentration of limited English-proficient students choosing the automotive (10%) and auto body (6%) shops. Jose attributes this to the fact that limited English proficient students find the hands-on aspects of automotive training easier to grasp, and the subject matter is more immediately familiar to them than electronics or electricity, for example. The success of these students may also be due to Jose's own presence in the automotive department and the energy he provides for the success of Tech High's bilingual program.

Summer Exploratory

Jim Isaacs has been a guidance counselor at Central Massachusetts Trade for nearly ten years. This past summer he coordinated a special tuition- free summer exploratory program for seventh and eighth grade students in the area. Funding for the program was obtained through a special grant.

The CMT exploratory program was open to students attending local public, parochial or private schools. It offered "hands-on" experiences to participants and allowed them to gain vocational skills in a variety of trades. The goals of the summer exploratory program were:

1. To attract students into non-traditional trades,
2. To attract Black and Hispanic students,
3. To provide admissions into the vocational school for qualified students who participate in the program.

The summer exploratory focused on recruiting students who don't usually choose vocational educational as an option.

The four-week program was designed in four trade clusters. Each cluster involved three or four trade/vocational areas, at least one of which was nontraditional. Students selected one cluster and spent one to two weeks in each of the trades.

Another exciting feature of the exploratory program was the use of peer aides--upperclass students in the school--who both helped the teacher and served as role models and tutors for the summer program students. Jim hopes to continue using peer aides in counseling new students during the regular school year.

Jim notes that one of the most important aspects of the summer exploratory was recruiting students who would not ordinarily consider attending the vocational school. In that respect, the program's advertising budget was

seriously inadequate for the kind of recruitment efforts required, and Jim had to eventually allocate a larger portion of the budget to advertising.

Jim was assisted by a bilingual counselor. They had seven weeks lead time to work with the junior high schools and recruit students. There was some resistance among guidance counselors in the junior high schools who hesitated in referring students to the vocational school rather than the traditional academic high school. CMT's first recruitment efforts included:

- contacting all the schools in the area and mailing them literature about the summer exploratory program;
- visiting all the city schools;
- visiting all the community centers, including those in the Spanish and Black neighborhoods;
- getting PSAs on local radio stations in the area, including Spanish-language radio;
- meeting with representatives of Black and Spanish community organizations.

These initial efforts met with very poor response. The program didn't seem to be generating much interest.

Subsequently, Jim converted some funds from his program budget to place ads in the local newspapers. This was followed by sending letters and brochures to all the Hispanic and Black churches in the city, asking them to include an announcement about the CMT exploratory in their Sunday bulletins.

The second round of recruiting resulted in 148 applications for 100 program slots. Of the total number of applicants, 25 were Hispanic and 8 Black. Applicants were accepted on a first-come, first-served basis, and the 48 additional applicants were placed on a waiting list.

On the first day of the program, several students did not show up. Jim later found out that many of them were unable to attend because they couldn't afford the transportation to and from school; other students had gone to visit family in Puerto Rico or simply changed their minds. Jim then had to call students on the waiting list and they were promptly enrolled in the program.

Jim worked on the program throughout the summer, not only mediating administrative problems but continuing to get publicity for the program in the local newspapers as well. He also planned a graduation ceremony for the students who completed the summer exploratory.

Boys and Girls in Non-Traditional Shops

Barbara Lawrence is a forceful advocate of sex equity in the schools and on the job, and has been involved in promoting nontraditional training opportunities at her school. She is known for her strong positions regarding the need to enroll girls in traditionally male training programs at Morris Voc-Tech.

28

Ask Barbara what she believes are effective recruitment strategies for nontraditional vocational training, and she will astound you with a flood of great ideas. "It is not enough to say our school is open to everyone," Barbara admits, "We need to let them know that we want women in nontraditional programs." Morris Voc-Tech promotes this philosophy by consciously using pictures of both boys and girls in all its literature.

Ninth grade students at Morris explore at least five different vocational areas. Girls must explore more than one nontraditional area. In addition, Barbara conducts a workshop on sex-stereotyping as part of the freshman orientation program. The workshop helps students examine their attitudes about women working, women earning more money than men and men being able to assume more of a family role in caring for their children.[1] The resource section of the Vocational Education Recruiters Guide contains a script that Barbara uses in her freshman orientation program.

> ***It's not enough to say that your school is open to everyone; tell them you want women in non-traditional programs.***

When girls enroll in non-traditional shops, Barbara suggests that it is best to have at least two in each class. To insure the success of these students in class, the school needs to make certain that the teachers are "in tune" with the obvious challenge that boys and girls face whenever they enroll in nontraditional courses.

Teachers must also be aware of what actions constitute sexual harassment in the classroom and be prepared to take the appropriate steps to report and resolve complaints. Barbara developed school policy regarding sexual harassment, and it was adopted by the school superintendent.

Morris Voc-Tech sponsors peer support groups for students enrolled in non-traditional courses. Although they are not compulsory, Barbara has found that the successful NTO students have been the ones who participated in the support groups. The traditional school clubs and extracurricular programs at the Voc-Tech are also used to provide needed support to both boys and girls enrolled in nontraditional programs.

Barbara devotes additional attention and support to the girls in non-traditional programs. These students may need help in finding co-op placements during their senior year and suitable job placements upon graduation. Barbara believes that the school has a responsibility to help these students break down negative employer attitudes about women working in traditionally male occupations.

Barbara has also developed a good relationship with the local newspaper and contacts them regularly to write feature articles about "the first girl in the metal shop," and other newsworthy stories about nontraditional vocational training.

Bilingual Counseling in a Suburban School

Gregory Lukas was hired as the Bilingual Coordinator for Jeffrey Vocational High School nine months before the school was scheduled to open. His fluency in Spanish and his background in the seminary prepared him to relate easily to the Hispanic and other ethnic groups in the suburban town of Ridgewood. Even though his school duties take up a great deal of his time, Greg makes it a point to maintain the social and professional ties that he has developed in Ridgewood's minority communities.

> ***Greg used the physical location of his office in the Community Center as a base for his outreach work to promote the new school.***

Hispanics account for 11.5% of Ridgewood's total population and the school system has developed a number of bilingual programs to integrate Hispanic and other non-English speaking students into the mainstream of the local education system.

Greg feels fortunate that he was hired during the planning stages of the vocational school. His first office was actually located in the Spanish Community Center. During the early phases of planning, Greg used the physical location of his office in the community as a base for an outreach campaign to promote the new voc school.

He spoke with groups in the school system to explain the goals of the bilingual program at Jeffrey Voc-Tech. He also developed strong contacts with the churches in the area, making certain to meet with the pastors of the Hispanic churches--both Catholic and Pentacostal--because each church had several parishes in the Ridgewood area.

These ties to the community were important for gaining acceptance and credibility since many parents were skeptical of vocational education, particularly at a brand new school. They were also more likely to agree to a change that in some way had the informal sanction of their church.

All recruitment and admissions materials are translated and students can have a translator at their interviews. A translator is also available for parents when they come to the school for any reason. The guidance office has a bilingual Spanish secretary who answers the telephone so that even calls for information are handled in a way to make parents of bilingual students feel comfortable.

Although the largest number of bilingual students at Jeffrey Voc-Tech is Hispanic, the school's bilingual program also serves Portuguese, Indochinese and Lebanese students through intensive ESL courses.

An important focus of the recruitment effort at Jeffrey is to encourage parents to participate in the meetings and lectures at school and to get them actively involved with their child's education. As they become more

involved, it is likely that "word of mouth" will spread about the value of the bilingual program at Jeffrey Vocational. Parents also see the vocational school as a community resource which helps students and their families with problems like housing and childcare.

Once the students are enrolled at school, the biggest problem is attendance. Students often miss a great deal of school time to return to Puerto Rico for various family reasons. Through its bilingual counselors, the school tries to impress upon the parents the need for students to attend classes regularly. Once they miss a week of school or more, it is very difficult for them to catch up with the rest of the class.

Another unique support service provided to Jeffrey bilingual students is student advocacy. When new LEP students enter the school, a bilingual staffperson is assigned as an advocate. The advocate maintains constant contact with the students, monitoring their progress and adjustment, and attending classes with them from time to time. The advocate participates in all conferences involving their student charges. Not more than 4 or 5 students are assigned per staffperson.

Jeffrey Voc-Tech also offers evening in-service courses in Spanish and Portuguese to staff for professional development credit.

Mainstreaming Special Needs Students

Any school that is trying to improve its recruitment of priority population students should first examine the types of programs and services it can provide for these students. This is nowhere more crucial to the success of a recruitment effort than with special needs students.

> ***If a school is comfortable and secure with its image in the community, it is more likely to take positive steps to recruiting and serving priority populations.***

According to Jack Munroe of Barrington Regional Vocational Technical School, a school may be setting students up for failure if it recruits special needs students without having a good program in place to train them. On the other hand, Munroe notes, if a school does not have a program for special needs students, it can say, "You can't come here because we can't serve you." A real catch-22.

Jack believes that a school's image has a great deal to do with its willingness to accept all priority population students: special needs, women, minorities. If a school is comfortable and secure with its image in the community, it will usually take a positive position toward recruiting and serving priority population students. However, some schools and their faculty still hold negative attitudes about mainstreaming special needs students. For example, shop teachers are usually responsible for placing vocational school graduates after training. When shop teachers perceive

that a student is different from the traditional vocational school graduate, they sometimes feel that this will reflect poorly on them. While issues of shop safety or the need for individualized instruction are real issues for concern, John believes that these barriers can be dealt with successfully if the school administration and faculty are committed to providing equitable services.

Barrington uses a number of approaches to recruit special needs students. First John identifies someone in each of the sending schools (most likely the chairperson) who will refer special needs students to the vocational school. This contact person becomes familiar with Barrington's programs and keeps in touch with the students after they have enrolled in the vocational school.

A second approach is the informal interview for potential students, their parents and the contact person from the sending school. Parents often are anxious about their child leaving the local school district to go to a new and very different environment. The interview is an opportunity for students and parents to see the school, visit the shops and learn firsthand about the school. It is also an opportunity for Barrington to conduct an informal assessment and to determine what kind of program would be most appropriate for the students.

A third recruitment option is to use exploratories and pre-vocational programs to enable students to experience a shop before they actually enroll in the school. John would like to see more of these activities, but admits that a number of logistical problems would have to be worked out.

John believes that vocational education allows for a continuum of skills which is good for special needs kids because they can begin at any time throughout the developmental process, progress at their own pace, and still learn the skills needed for the trade. At Barrington, the 188 special needs students are integrated into 12 different shops. Once the special needs students are enrolled, a vocational resource specialist will accompany them to the shops and can develop alternative and individual programs for students as they progress. Substantially separate handicapped students are served by the Special Needs Collaborative which is located in a building near the vocational school.

John's advice to any school interested in recruiting special needs students is to first make sure that it has the staff and the programming to insure a successful program.

FOOTNOTES: Promising Practices

1 The University of Missouri-Columbia has designed an excellent guide for recruiting students into nontraditional training programs. One of the sections in the guide contains several very good self- awareness activities to use in student orientation workshops.

See: Expanding Options: A Model to Attract Secondary Students Into Non-Traditional Vocational Programs. Instructional Materials Center, University of Missouri-Columbia. 1981.

4 ORGANIZING AND IMPLEMENTING YOUR RECRUITMENT PROGRAM

Three out of every four jobs in the 80s will require some form of vocational or technical training.

By 1990, youth will be in high demand by private employers, government agencies and educational institutions. Vocational-technical high schools could be in a very strategic position to meet the nation's future needs for trained workers. At the same time, however, competition for high school and junior high enrollments will also increase, and by the mid-90s the U.S. will have 25% fewer 16-21 year olds than it has today.[1]

Our vocational education programs need to develop and implement a comprehensive yet flexible recruitment plan now, if we expect to retain a reasonable share of future enrollments.

The Medium Is the Message

Promoting vocational education is everyone's job, and being a spokesperson should be a part of each person's job description. You know your vocational program better than anybody else, so it is your responsibility to maintain communication with the many audiences from whom you need to gain and maintain support.

Data collected from special programs designed to recruit girls and women into nontraditional programs show that first-year recruiting efforts are very difficult; the second year less so, but after students are successfully enrolled and achieving in vocational programs, then "word of mouth" becomes one of the most effective recruitment tools.

Everyone in vocational education needs to identify a few messages to reach the public and then start promoting those messages in many different and creative ways.

A basic premise of marketing and public relations is to find out what your audience needs and come up with a strategy to meet those needs. Focus your energy on getting your message across. The Massachusetts student recruitment campaign, for example, is built around the slogan "You Can Do It" with vocational education. Posters and student-parent fact packs will deliver the message from several different angles, highlighting technical and academic skills with the dominant theme of preparing young people for challenging and well-paying careers.

Everyone in vocational education needs to identify a few messages that must reach the public and then start telling those messages in as many ways as possible. When enough people hear the message over and over again that vocational education is beneficial and important, and when students hear and see the message often enough that "You Can Do It," they will begin to believe it.

The message is the medium for promoting the good things about vocational education. Interviews with Massachusetts vocational education practitioners, contributions by our Project Advisory Group and research into existing literature on recruitment strategies, have helped us to identify those perceptions of vocational education which are most prevalent and which need to be understood and acknowledged in developing a model recruitment strategy.

The message about vocational education varies, depending on whether a person is asked about the overall program or one or more specific programs. Sheppard (1977) identified five general conditions which help to improve the public's perception of vocational education. Image and support for vocational education increase as the program:[2]

1. is able to demonstrate that its personnel and students are capable, contributing people who hold both occupational and leadership positions and who are in demand outside their field of specialization.

2. prepares people for attractive occupations. For example: computer programmers, auto mechanics, aircraft technicians and graphic designers, have greater market potential for people than some other occupations and the general term, "vocational education program."

3. demonstrates that training can result in marketable skills, employability, job retention and promotion (all four elements appear to be necessary for a clearly favorable image and support).

4. demonstrates or documents that graduates earn more than graduates from similar types of training.

5. presents its needs and explains its activities in terms which indicate efficiency, effectiveness and the positive characteristics of students and personnel.

A 1974 study of the perceptions of parents, teachers, school counselors and students suggested that vocational education has several roles: (1) to assist students in learning those skills for which they have an interest, (2) to teach good work habits and the importance of jobs, (3) to furnish job skills and motivating alternatives to those persons who do not desire or who are unable financially to attend college, (4) to provide experiences which will promote desirable personal characteristics, good working habits, personal pride and satisfaction in doing a good job, and (5) to assist students in learning those skills for which they have an aptitude.[3]

How can we translate these perceptions into sights, sounds, tastes and smells that will educate the public about the important role of vocational-technical training? How can we enhance these perceptions, get our message across and attract qualified students to our programs?

The Work Plan Is Your Guide

There are many techniques you can use to promote vocational education, but before you can select what's right for your school, you need to clarify the purposes of your recruitment campaign and assess the capabilities of school staff and resources to promote that campaign.

Your recruitment activities can meet several different purposes including:[4]

- supporting your school's outreach to and recruitment of special population students;
- helping parents better understand the nature of vocational education programs and the types of jobs which their children can enter after completing vocational-technical training;
- gaining support of teachers, counselors and administrators within the local school district by helping them develop a clear understanding of the nature of vocational education programs;
- opening communication channels to news and media services which can be used on a continuing basis to disseminate public information about vocational education;
- increasing public support for and awareness of specific vocational education goals, such as equity;
- publicizing new vocational education program offerings;
- obtaining feedback from the public about their reactions to vocational education.

Coordinating and carrying out a recruitment campaign is usually the responsibility of the vocational guidance director. The decision about the kind

of campaign and activities to use should result from a combined effort of all personnel involved in your school.

To be effective, your recruitment campaign should be tied into your school's general public relations program and should be continuous, with activities taking place throughout the school year. Give your program the same careful attention one gives to a teaching plan by establishing scheduled recruitment activities that accomplish predetermined objectives.

> ***Recruiting is hard work, and in order to be successful, you need to be persistent and willing to try a variety of approaches.***

How do you get started? Simple. Decide on your audience, what you want to tell them, how you want to tell them and when you want to tell them. Ask yourself "What would I want to know about a vocational education program if I were a parent, administrator, student or potential employer?" Or, "What does my audience need to know about my program?" Then set about answering these questions in a timely and attractive way.[5]

Before you start out on your own, however, you may want to consider enlisting the help of other individuals. Think about setting up an informal, ad hoc recruitment committee, and include parents, students, alumni and business people as well as school personnel. This may involve a subcommittee of people who already serve on your school's Advisory Committee. You can decide whether to involve them totally from the first step or have them agree to the program's goals and then plan for their participation at various points throughout the year. Whatever approach you choose, your recruitment campaign should be well-planned and thought out.

Here are eight planning steps you need to consider in setting up a year-long systematic recruitment effort.

PLANNING A
RECRUITMENT PROGRAM
√ Set your goals
√ Design a program to meet those goals
√ Set a timetable
√ Design evaluation criteria
√ Set up a calendar of activities
√ Coordinate resources, people, activities
√ Follow up
√ Evaluate results

Set your goals. Determine how many students currently apply, based on your usual recruitment efforts, and how many additional students you would expect to apply by using a more comprehensive recruitment plan. Try to estimate which specific programs you would like to focus on, if that is appropriate. Identify priority student populations you need to target: bilingual, handicapped, boys and girls into nontraditional programs, especially if they will require additional programs and services.

Design a recruitment program to meet those recruitment goals. Try to balance different kinds of activities throughout the year to coordinate with other school and community activities. Look for particular strategies which may attract priority population students and their parents in your local area. Target the leaders of churches, community or service organizations who can be of assistance in your efforts.

Set a timetable. When do you plan to achieve your goals? Be realistic; give people ample time to respond to materials and different approaches. Certain approaches may have to be repeated several times in order to achieve the desired results. Also, set a time for when you will look at the efforts both individually and as a systematic approach to determine what changes or adjustments, if any, should be made for the following year.

Design your evaluation criteria. Design criteria and forms both for individual recruitment strategies and the whole year's effort. Evaluations will point out program strengths and weaknesses; they provide rationale for changes and improvements which can be incorporated into next year's plans. Plan to collect data about attendance at special events; responses to ads and articles in newspapers; public service announcements on radio and television. Design a short evaluation form for participants to complete after they have attended a slide-tape presentation, open house, etc. Ask for feedback from employers, school personnel, parents and students about their ideas for recruitment efforts.

Set up a calendar for the year. Develop a year-long plan for your recruitment activities. This step is crucial for integrating your efforts and scheduling them to coordinate with other school and community activities. Decide which activities other teachers, students and parents can help you with--writing an article about a new piece of equipment in a particular shop, having a lively teacher go on a radio talk show or getting alumni to return for an open house, etc. The calendar will help you forecast these events several months ahead of time and line up the people you need to assist you. People usually are willing to pitch in if they have some warning and are able to prepare for the endeavor.

Coordinate these activities. This may be one of your most important functions. Follow-up to make sure individuals are aware of their responsibilities and are prepared when the time comes. You should also maintain communication among these people so that they are aware of one another's efforts. Act as a liaison.

Follow up. Make certain that there are formal letters of appreciation for people who assist you with recruitment efforts. Try to provide some official recognition of their assistance from the principal or superintendent.

Make sure that you collect the data you decided on in Step 4. Sometimes it is a good idea to get together with the staff after a particular event or effort to get their immediate feedback and ideas and suggestions for changes for the coming year. Keep a record of these suggestions so that they are available when you do your planning.

Evaluate results. After each event, look at it to see if it elicited the response you desired. Ideas for changes are usually freshest immediately following the open house, newspaper article, or radio PSA. Then at the end of the year look at your efforts overall.

What were your biggest successes; your worst disappointments? What can/should be done differently for the coming year? Were your efforts worth the results they produced? How could your time and money be spent more effectively next year? Should particular activities be re-scheduled for a more appropriate time? Is there a way to link particular strategies with other school efforts in order to maximize support and participation?

These steps may sound simplistic, but they represent an important framework for organizing a recruitment program. Don't waste your energy trying to do a little bit of everything or trying one new strategy and expecting it to change your enrollment picture drastically. Recruiting is hard work, and in order for it to be successful, it must be applied consistently over a period of time. You're not likely to see some overnight miracle, but if your recruitment strategy is well thought out, carefully planned and if you can make the most of the resources and people available to help you, you're definitely on the right track.

Vary Your Promotional Strategies

A variety of outreach and promotional strategies lie well within your reach; strategies which are effective, efficient and relatively inexpensive.[6]

Brochures are inexpensive to prepare, easy to distribute widely and readily available to anyone at any time. Use well-designed brochures to tell students and parents about all your vocational education programs. Describe the programs, courses, objectives, pre-vocational courses and job opportunities. Be sure to list a contact name and phone number. Use a different brochure to seek co-op employers and work sites. In this one, include the purpose of the program, how the program operates, benefits to students, benefits to employers, the responsibilities of the supervisor, names of participating firms and a contact name and phone number.

Public Speaking. Before you can sell your vocational program, you must sell yourself and/or other staff, students and graduates who may be involved in local recruitment and public speaking activities. Take every opportunity to speak to and work with community organizations. If you gain the confidence of your audience, they will gain confidence in your program. Use formal or informal speaking opportunities to communicate the objectives of your program, to recruit members for an advisory committee or to find employers to participate in your student co-op program.

Slide presentations accompanied by a tape recording are very effective methods of communicating the flavor and substance of a program. Prepare an individual presentation for each vocational program. Be sure to include information about the potential jobs available to students who complete the program. Vary the activities shown. Slide presentations are popular for recruiting students, approaching community groups or potential employers or for informing the administration and board of education about the program. A big advantage of the slide tape method is that you are always ready to make a presentation. It is also easy to update the presentation from time to time.

Newsletters should be a regular part of your public relations/public information program and are always an excellent medium to use as part of a recruitment package to prospective students. Newsletters are a fast, economical and effective way to tell the public about what is happening in all your vocational programs.

Letters to parents of prospective students can describe your program's career objectives, courses and job placement activity. Of course you won't want to miss writing to employers to thank them for assisting students during their cooperative education experience or to ask them to speak at a student recruitment program. Also remember to inform your legislators about the successes of vocational education. A thank-you letter to a congressperson for supporting a piece of legislation is always appreciated.

News Releases. Everything newsworthy deserves an audience, almost every event that is exciting or rewarding to you as a teacher is worthy of communicating to the public. If a guest speaker motivates your students, you may be sure that the event is newsworthy. The very same message that stimulates your students and makes you feel more than just a little proud will be interesting to administrators, parents, colleagues and business people too. Report it! The event can be featured in a newsletter or a news release. If your school has an active audio-visual department, you might have some of these newsworthy activities taped to use for future public programs or as a special feature during an assembly at a local sending school.

Open House. Invite your community to an open house where they can see, touch and try out equipment. Let them see first-hand what students do in your vocational program. Publicize the open house in the local paper and make certain that pictures are published on the following day showing students, parents and business people at the school. When is there a better opportunity for a reporter from a television station to interview students and parents than at an open house? People who missed the open house can watch it on the late night news.

Field Trips. Let the public know that learning in your vocational program goes beyond the classroom. Take pictures of students and the people who are giving the tour. Use these pictures for recruitment as well as other public information media campaigns.

Learn From Others

These are just a few ideas for promoting your vocational program. Want more? Pick up your local paper and read what clubs, schools, agencies and others are doing to promote their organizations. Watch the news on television. Listen to the news on the radio. You will be surprised at the different ideas that are usable and practical for your recruitment campaign.

Volume II of the Recruiter's Guide offers some "how-to" suggestions and sample formats for a variety of recruitment techniques. These strategies in and of themselves are not unique or untried among vocational educators. They are presented as a total range of potential activities from which you may be able to select and design a systematic approach to recruitment.

FOOTNOTES: Organizing Recruitment Program

[1] James Campbell. "A U.S. Chamber of Commerce View: Employers Expect The Best," VocEd. October 1980. p. 30.

[2] N. Alan Sheppard, et al. National Conference on Increasing the Participation of Black Americans In Vocational Education. Virginia Polytechnic Institute and State University: 1977. pp. 76-77.

[3] Rickey J. Brooks and W. W. Stevenson. The Roles of Vocational and Technical Education, Oklahoma State Department of Vocational and Technical Education: 1974. p. 6.

[4] Juliet V. Miller. "Promoting Vocational Education Programs," VocEd. November - December 1980. p. 12.

[5] James L. Godell. "How to Shine Your Light," VocEd. November - December 1980. p. 32.

[6] Ibid.

5 REACHING OUT TO YOUR PUBLICS

Vocational school recruiters need to develop strategies for attracting community support.

In her study of the effects of public information on vocational education enrollments, Julie M. Lejeune (1977) noted that student contact with the vocational school and its staff was one of the most popular ways to learn about vocational education. In response to the statement, "I think the three best ways to learn about the vocational program are...," students overwhelmingly agreed on visits to the vocational school and talking with vocational teachers, students and counselors.[1]

But vocational schools cannot rely simply on students coming to them to find out about vocational-technical training; the schools must move out into the community as well. This point is particularly important when you are trying to attract students to your school who are not immediately aware of the benefits of a vocational education. One study that assessed the recruitment strategies of successful bilingual vocational training programs found that these programs tried to provide information to prospective trainees as directly as possible, i.e., by seeking out students and their parents in the local community, and through contacts with social and religious organizations.[2]

An intensive recruitment program should identify the specific target groups in the community and the appropriate strategies to use to attract their attention to vocational-technical education. While feeder schools are the popular focus for most vocational school recruitment campaigns, we should also look at the social, recreational and local political activities in which potential students, their families and friends might be involved. These formal or informal networks often play a significant role in minority communities and contact with these newtorks can open up new sources of support for your vocational school.

Business support for vocational education is another important target area. Local industry and business should be involved in designing your recruitment strategy as well as participating in it, perhaps as speakers at open

house or orientation programs. The local Chamber of Commerce, rotary club, personnel managers' association, individual businessmen and union leaders all have a critical role to play in attracting students to training programs that may some day lead to employment in their own companies or industries.

Most communities of any size are made up of governmental, non-profit and private agencies. In order to make the most of your recruitment campaign, you need to identify how these organizations work, who their constituencies are and what the formal and informal leadership patterns are within your local community.

Where and in what activities are you likely to find parents involved? What would be the most advantageous way to approach priority population groups to talk to them about vocational education?

The Concept of "Community"

Your recruitment target area will vary depending on various demographic characteristics: geographic location (urban, suburban or rural), size, population concentration, economic base and other variables.

Each community has its own unique characteristics and flavor, but there are common elements which allow for some basic generalizations.[3] For example, a community has a defined physical environment, people, activities, communication channels, laws, norms, social dynamics. Each community would include many neighborhoods and different groups in terms of ethnicity, economic level, educational level, political affiliation, etc.

Your vocational school--a community of students, teachers and administrators--exists within the larger community of the local school system which, in turn, is a member of the community defined as your neighborhood, town or city.

In order for your school to remain intact as a community, you must interact on a regular basis with the larger community including those agencies and organizations which impact on the economic and political life of the local school district--the large banks and credit organizations, the transportation companies, the governmental structure, the social service agencies, the civic organizations and the community members themselves.

In order to attract qualified students to your school each year, you must reach out to these other communities of which potential students and their parents are a part.

Networks and Networking

More than 130 years ago the French traveler Alexis de Tocqueville, noted an interesting fact of American life. He wrote, "Americans of all ages, all stations in life, and all types of disposition are forever forming associations."[4] These associations are, essentially, networks. People associate with people; topics of interest associate together; professions associate; geographical regions associate.

Networks and networking strategies refer to a creative management of people, money and information to help an organization or individual meet some chosen objective. Networks may be formal or informal linkages connecting people and agencies who are interested in a specific subject or issue and are willing to share their excitement, insights, methods and understanding.

Networks appear to be functional and geographic. They happen at the local level and then ever-expanding between communities, states and across the country. Networks also overlap.

Pick any field or topic and there's a network--a series of communication and information-sharing systems. Let's look at public education, for example.

> ***The networking concept invites us to take a more imaginative look at our resources.***

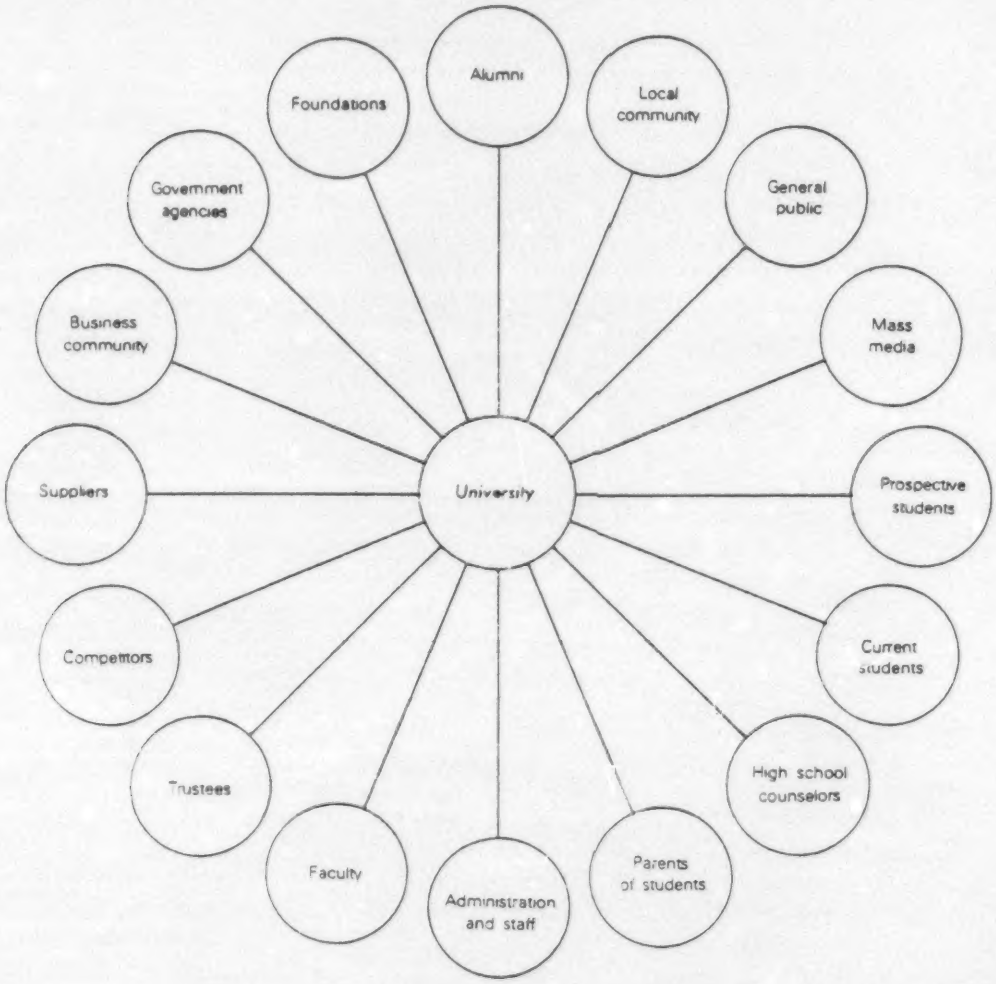
Across school buildings within one district and across multiple school districts, there are teacher networks, administrator networks and student and parent associations. In addition to these various networks, within the school system, there are broader community networks like local churches, social service agencies and business organizations.

How do you know what resources might be available in your local area? What opportunities exist for you to contact students and their parents? Perhaps these questions can best be answered by taking one step backwards--by associating with others. That strategy has a name; it is called networking.

There are a few features which seem to differentiate networking from a network. Because of its emphasis on informal relationships, networking is a practice of developing and maintaining connections. In other words, the concept of networking invites people to take a more imaginative look at their immediate communities to see who or what organization or what information could be useful.

The concept of networking--which has been developed by people who work in and for social service organizations--is analogous to the marketing concept of publics which is used by those who work in business and industry The publics of an organization is a conceptual tool used by market researchers to refer to "any distinct group of people and/or organizations that have an actual or potential interest and/or impact on an organization."[5] It is easy to underestimate the number of publics which may bear upon any given organization. For example, the publics or networks of a university may look something like Figure I on the following page.

Figure #1 THE UNIVERSITY AND ITS PUBLICS



Let's look more closely at your school's publics and the steps involved in developing a network for disseminating information about vocational education.

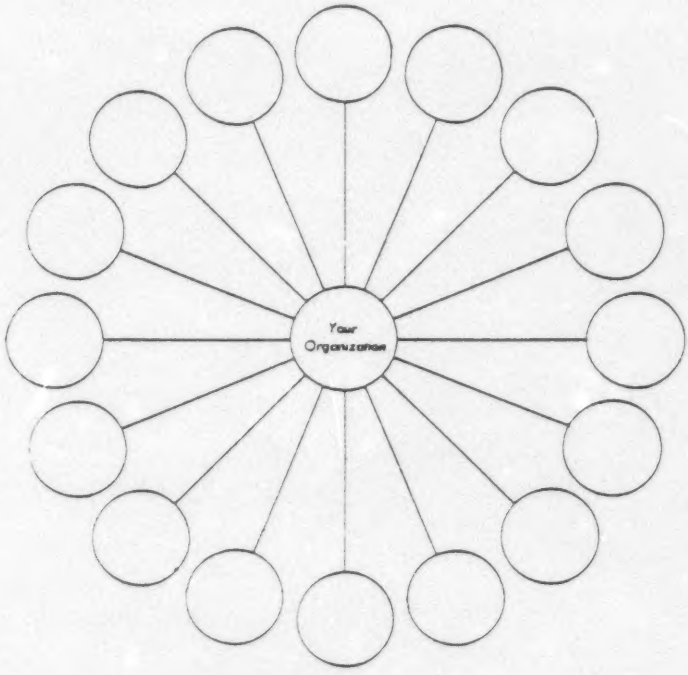
Identifying Networks

Undoubtedly, you maintain a collection of interesting listings, leads, contacts, books and magazines and other things pertinent to your own hobbies and profession. You don't have to read them all or belong to all of the networks, but it is nice to know these resources exist and are available. This collection is an important resource for identifying networks.

Other ways of identifying networks include card catalogues and publication displays in libraries, telephone directories, subject headings in the Yellow Pages , class lists and professional memberships, lists of conference attendees, bibliographies and appendices in books. Chapter 6 provides several lists of community networks that you may want to review.

Exercise: IDENTIFYING YOUR NETWORKS [7]

Think for a moment about all the possible resources available to your school which may offer an opportunity to disseminate information and expand your local recruitment efforts. Try to define these resources and identify your school's networks in Figure 2.



Targeting Networks

Personal contact is the best way to target in on selected networks which might respond to your recruitment efforts. Isolate a number of networks (or contacts within the networks) and make contact with their representative. Explain your needs and ask for help in targeting networks and/or network members which best respond to your needs. Then contact those targets.

Continue with this approach until you have isolated a number of appropriate networks to consider. Begin to identify recruitment and publicity strategies which will work with these groups.

Developing Networks and Linkages

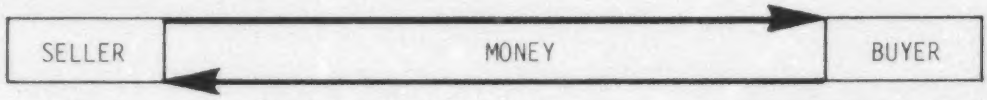
Develop your connections--between agencies and individuals, between subject matter. Build coalitions.

The quality of a network is often measured by the amount of negotiation and exchange that takes place between two parties. For example, what can vocational education offer local businesses?--students with good work habits and proper entry-level training? a forum for business to demonstrate its social responsibility by supporting the education of local area youth? What can Business offer vocational education?--successful co-op placements? technical expertise to help keep shop curricula up-to-date with changes in industry?

The greater the negotiation and exchange, the stronger the network.[8] As the network strengthens, information may be more easily disseminated and the quality of public awareness about vocational education may be increased. Let's look at some other examples of exchange transactions in Figure 3.

Figure 3: EXAMPLES OF EXCHANGE TRANSACTIONS [9]

Commercial Transaction for Goods and Services:



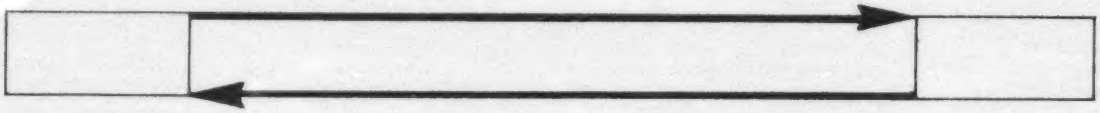
Employment Transaction for Wages and Fringe Benefits:

Civic Transaction for Protective Services:

Try to think of some recruitment transactions that your school currently uses with various target groups in the community, business sector, political arena, etc. In the following exercise, describe these transactions using the Exchange Transaction format. Can you describe new transactions that your school might be able to develop with existing contacts and/or with new contacts that you would like to include in your outreach campaign?

Exercise: DEFINING EXCHANGE TRANSACTIONS

Transaction: _____



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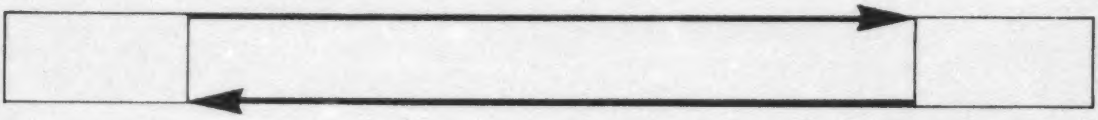

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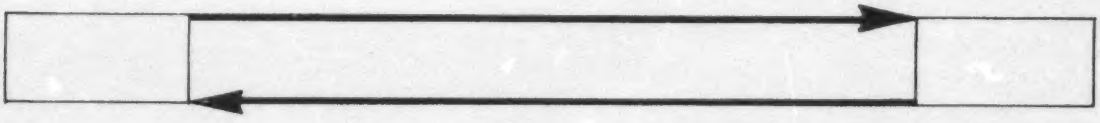

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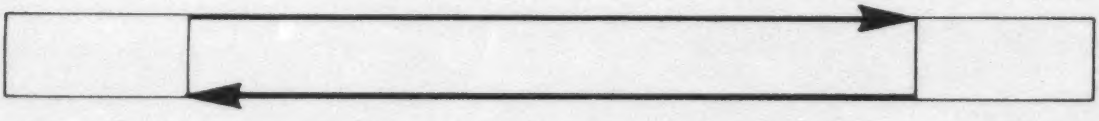

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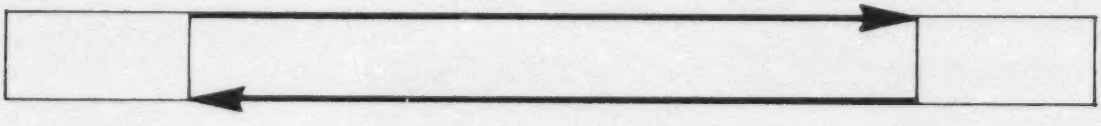

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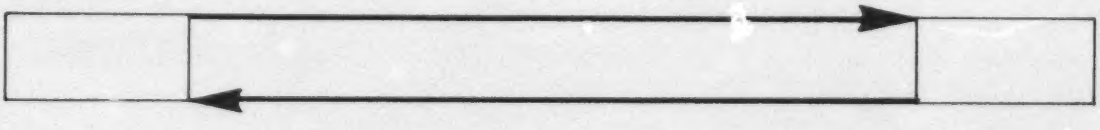

Networks are critical to developing greater exposure for your school and improving the public image of vocational education in general. In developing and strengthening your local networks, you might consider the following suggestions:[10]

- Subscribe to publications in your field and in closely-linked fields (if you cannot afford to subscribe, visit the library regularly and use the periodicals there).
- Visit your newstand and take note of new periodicals.
- Read your local newspaper--all sections--to keep you up-to-date on the important social, business and political issues in your community.
- Develop relationships with key community leaders and organizations in a variety of areas that might affect your school such as the local Chamber of Commerce, newspaper editor, corporate leadership, human service organizations, economic development corporations, community development leaders and educational institutions.
- Maintain regular contact by getting on mailing lists and attending meetings.
- Develop relationships with city, county, state and federal elected officials.
- Identify the networks and linkages that your staff, board members and committee members have; share information from these networks regularly--each staffperson should have responsibility for maintaining contact with different organizations.
- Attend conferences and workshops in the many areas that might provide a better opportunity to discuss vocational education with parents, social service agencies and business people.

What other ways exist to strengthen your networks and linkages? Let's take a look at two exercises to help focus in on the networking concept.

Exercise:

EXPLORING YOUR PERSONAL NETWORKS[11]

Networking is a very natural activity; we are involved in some kind of network all the time. Yet when we're asked to describe our personal networks, the general reply is "Oh, I don't have one," or "I wouldn't know the first thing about networking. Wouldn't it take too much of my time?"

The following exercise is actually a short questionnaire designed to help you define your Recruiter's Network in enough detail to help you assess the effectiveness of current outreach strategies.

1. What networks do you currently use as part of your recruitment and/or public information effort?

2. Describe the kinds of information and resources you need to <u>expand</u> your recruitment efforts. From whom or where do you get this information or resources?

3. What resources, information and/or staff do you <u>exchange</u> with other organizations, if any?

4. How well informed are you about the community services and programs that reach out to students and parents?

5. What kinds of <u>changes</u> would you like to see through the development of new networks? e.g., increased visibility, increased funding/attracting federal funds, better community image.

6. What kinds of information or resources do you have the <u>least</u> trouble acquiring?

7. What kinds of information or resources do you have the <u>most</u> trouble acquiring?

8. What <u>barriers</u> exist to working more effectively in the community?

9. What factor(s) have contributed the most to the success or failure of your recruitment effort?

Exercise: CONTACTS TO PLUG INTO [12]

Now that you've been able to assess the structure and potential capabilities of your Recruiter's Network, review this brief list of useful contacts for you to develop or renew as supporters of your recruitment efforts.

Personal Support Network

--visionary
--mentor
--colleague you can count on when the "chips are down"
--other

Political

--mayor's office
--mayor's aide
--governor's office
--city councilor/alderperson
--school board
--advisory council
--sending school administrators
--advocacy groups
--other

Social and/or Professional

--churches, synagogues, temples
--YMCA/YwCA
--student advisory groups
--Chamber of Commerce, Rotary Club
--social clubs
--student activity clubs

Reaching Out to Your Publics

In order to reach out effectively to priority population students, their parents and other publics and enhance your school's ability to broaden its base of support you need to develop a well-planned and aggressively executed outreach strategy.

As Simcoe noted in a study of equal access to vocational education programs:

> It's not enough to say, 'The information is available; come and get it.' It may be necessary for counselors (and other vocational education personnel) to take the initiative themselves, to deliver the information to the students who will not seek it on their own.[13]

Let's look at some of the publics that you identified in the preceding exercises. What general observations can we make about their potential role in your school's recruitment campaign?

Parents

Parents are especially interested in whether or not their children are getting a good education.

Parents convey to their children their parents' beliefs, folkways and norms. And as part of this process, they also influence the child's concept of what is and is not within reach.[14] In order to develop the support and interest of parents, your recruitment strategies need to focus on a variety of issues which parents might feel are important to their child's well-being. Parents are especially interested in whether or not their child is obtaining a "good" education, for example, or learning discipline, responsibility; acquiring skills that will lead to a good job and a stable income.

Not only do parents want to know about specific learning activities, they are also interested in what your school has to offer to their child outside of the classroom. Information about tutorial services, calendars of events, information about school programs, advisory council memberships and field trips are "need-to-know" information for parents. Think about developing special monthly bulletins or asking parents of current students to host neighborhood get-togethers, or invite representative groups of parents to early morning breakfast at the school. Hold demonstration classes for parents.

Parents are generally uninformed about the role of vocational education within the overall educational system or misinformed by negative public images that result from the lack of accurate information. How can vocational education serve students as well as the community, state and nation? What part does vocational education play in the overall educational system? Vocational teachers should be prepared to respond to these basic information requests. By responding to parents' information needs, you can develop a regular flow of information between your school and the parents of potential students.[15]

Student Groups

Student organizations promote the vocational program in several ways. First the activities of the student organizations help strengthen the communication skills of the members--as a result, students become more effective in speaking about the programs in which they are involved[16]

Student groups can help promote Voc Ed by making the public aware of their activities.

The community wants proof that students have learned not only occupational skills, but how to be responsible citizens. Through participation in student organizations, students develop the knowledge and abilities that lead to success in school and work: leadership qualities, cooperative abilities, critical thinking and creativity.

Because vocational student organizations are usually considered part of the instructional program, their activities strengthen vocational education as a whole. For this reason, student organizations can help promote vocational education by making the public more aware of their activities. An improved image for vocational education is likely to be the result.

Non-Vocational Educators

The non-vocational education sector needs to be better informed about the role of vocational-technical training in the local school system. As vocational educators, you have the responsibility of clearing up any misunderstanding and misinformation that may currently exist between you and non-vocational educators.

Many educators tend to separate academic education from vocational education, even if both programs function within the same building. This separation often exists because academic teachers are not familiar with vocational education and the vocational educator's role within the school program. You need to supply the data which expose and support the importance of vocational-technical training in today's expanding technologically-based society.

Until we can begin to develop a respect for vocational education among non-vocational educators, we cannot expect parents, students, the community or industry to accept vocational-technical training as an important aspect of their personal lives.

> ***Constant communication will help maintain a good relationship.***

According to the AIR study on non-traditional training choices, guidance counselors occupy a position of potentially critical importance in a student's decisions about education. We may suppose that this influence extends to any student who may be considering vocational education.[17]

- guidance counselors are typically involved at strategic times when choices are made (toward the end of junior high, after a series of exploratory shops, when students are considering transfers to another area of study, when students' grades or attendance patterns begin to suffer);

- guidance counselors can influence students when they counsel them regarding career and training options;

- guidance counselors have access to or know how to get information regarding available educational options (like vocational-technical training, non-traditional choices, etc.);

- guidance counselors have access to students' records and can consult with students regarding their aptitudes, interests and career ambitions.

Constant communication is necessary in order to maintain a good relationship. Perhaps the best and most effective method is person-to-person contact. Talking and exchanging ideas with non-vocational educators about your programs can be a successful strategy.

Academic teachers should be involved in the vocational program. They can serve on advisory committees, judge youth organization contests, etc. Vocational educators must also remember that academic teachers have an idea of which programs students feel good about and can give needed feedback to the vocational teacher. Guidance counselors should be kept up to date about the many occupational openings that could be available to students who choose vocational-technical training in high school. Let the guidance counselor know what your vocational program has to offer to individual students.

Keep school principals and board of education members informed about the enthusiasm that employers, students and parents have for vocational training. Make sure to invite them to vocational functions and keep them on your mailing list for newsletters and brochures that illustrate what's happening at your school.

Craft Advisory Committees

Program or craft advisory committees can be one of the strongest links between vocational educators and the community. They can help make those within vocational education more aware of the needs and responses of the public. They can also help the community understand the purposes of vocational programs, the impact of job market conditions on programs, technological changes that may lead to program expansion or closure and program weaknesses that could be alleviated through community involvement.[18]

Because advisory committee members are usually respected members of the community and are outside the vocational education establishment, they can be extremely helpful as a nucleus of support for the schools. The story they tell about programs is often more readily accepted by the community than the story told by the institution's personnel--even though they may be the same messages.

Business

Business, Industry and Labor need to be more closely attuned to what is going on in your school and they can be extremely important resources, not only as potential employers for your graduates, but as spokespeople and sponsors for your student recruitment efforts.

The Business community is aware of its responsibility to work with Voc Ed. You can help business by approaching them with your ideas.

Keep the business community informed about current activities and coming events that highlight your school's successes in preparing students for the world of work. Employers of previous graduates from your school can serve as public relations advocates--invite them to speak at sending school assemblies or during an open house. Solicit statements from present employers about the performance of your vocational education graduates and co-op students. Use these statements in newsletters, brochures or other recruitment material.[19]

The business community is very much aware of its responsibility to work with vocational education on matters of mutual interest. One of the many interesting cooperative efforts under way in the U.S. is the Adopt-A-School Program which pairs vocational schools with local companies who work with teachers and administrators.[20] Rockwell International, for example, provides resource people to tutor students for a school's math and electronics department. They also supply the school with scrap wood and electronic components and assemblies. In Boston, Digital Equipment Corporation has developed a similar partnership with the Hubert Humphrey Occupational Resource Center.

In St. Petersburg, Florida the VTAE Information Specialist at a junior college sent requests to all the local banks asking permission to include inserts with the bank's customer statements for one month; and one bank, Central Plaza, agreed. Printing class students printed up 35,000 inserts for just the cost of supplies. The Pinellas County Commissioners voted to allow the VTAE to include inserts in their 90,000 utility bills for one month. These reached the homes of residents in remote areas who, until then, were unfamiliar with the many programs available. Information requests were tremendous.[21]

Politics

Vocational education programs rely heavily on federal, state and local sources of designated funding for support. Political and quasi-political groups and individuals at all levels are instrumental in making decisions which affect this support for vocational education. They include members of Congress; state representatives; members of city governing boards; elected federal, state and local officials who impact on vocational programs or have expressed an interest in them; officials of federal and state organizations who lobby on behalf of vocational education; members of vocational education advisory bodies who are appointed by elected officials.

Humanize the image that decision makers have about your school.

All of these individuals and organizations must be well-informed about the activities and needs of your program. Constant contact should be maintained so that your recruitment efforts can be more broadly advertised.

Maintain a mailing list of key individuals and send them narrative and statistical information about your vocational programs on a regular basis. An occasional personalized letter adds that extra touch to keep their interest. Humanize the decision makers' image of your school not only as an important component of the educational system but as a personal commitment that makes them feel good, too.

Personal involvement with your school is important. Decision makers must see firsthand what is being done. Invite politicians or quasi-political figures to participate in important events like awards banquets, building dedications, etc. Remember that they like large crowds of people and want to be assured that their purpose in being there will be important to your school and their local constituents. Know what these leaders are best at doing and give them a role that will make them look good.[22]

Sometimes it's difficult to get personal involvement from these people; it might make sense to look for others who can reach them with the "good word." Employees, family members, friends, colleagues and constituents can have a great deal of influence on the attitudes of these leaders. Invite a legislative aide to address an awards banquet. Ask the spouse of a legislator to speak at a local advisory council meeting to give his or her views on educating the handicapped.

For every key decision maker there is some way to, or someone that can impact on his or her attitudes toward vocational education.

Community Agencies

Agency referrals can be a useful resource to contact when you need to disseminate information about your vocational school. Most agencies will post a leaflet that advertises a public program or that appeals to the important issues in the community--like getting a good education for one's children.

Cooperation between your school and the staff of these various agencies is the key to success. Some possible agencies and organizations would include the YMCA and YWCA, Boys Club, scouts, neighborhood associations, service agencies (like the local hospital, community health center, the newly legislated JTPA training programs for youth, etc.) Get your school out to churches, synagogues, storefront religious gatherings to talk about the importance of receiving skilled training in both secondary and post-secondary levels.

Familiarize agency personnel with your school's services. Visit each agency and talk to staff; hold an open house at your school specifically for one agency or group of agencies; make regularly scheduled phone calls to these agencies; put them on your mailing list to receive your brochures and pamphlets.

Many community groups open their facilities up to the community for evening programs; you might be able to convince an organization to host a public information program and show your slide presentation. The agency may charge a nominal fee to rent their space or you might get them to donate the space. Make certain that the program and the cooperation you get from community agencies are covered by the local news media.

The community resources listed below and on the following pages are divided into two categories: those identified with a particular linguistic minority and those serving more than one priority population.

Alan Hurwitz and his staff developed the linguistic minorities list for the Fitchburg State College Bilingual Vocational Teacher Training Program in the handbook, Foundations for the Future: A Guide to the Recruitment of Bilingual and Other Minority Vocational Personnel. This list is meant to give an overview of the kinds of resources available throughout Eastern Massachusetts.

Space considerations do not allow us to list all the relevant social service agencies, clinics, churches and professional and non-profit organizations which may be helpful to your recruitment efforts. However, you may be able to use resources like the Yellow Pages, local business associations, churches, etc., to help you gather information about appropriate contacts. You can also use the Eastern Massachusetts organizations listed here to help you identify similar groups in other parts of the Commonwealth.

Linguistic Minorities

CAMBODIAN

Cambodian Association of America
755 Boylston Street
Boston, MA 02116
536-0312

CHINESE

Boston Chinese Evangelical Church
249 Harrison Avenue
Boston, MA 02111
426-5711

Chinatown South Cove Y.M.C.A.
54 Tyler Street
Boston, MA 02111
426-2237

Chinese American Civic Association
Multi-Service Center
684 Washington Street
Boston, MA 02111
426-8673

Chinese Consolidated Benevolent Association of New England
14 Oxford Street
Boston, MA 02111
542-2603

Chinese Economic Development Council
20 Hudson Street
Boston, MA 02111
482-1011

Chinese Merchant's Association
20 Hudson Street
Boston, MA 02111
482-3972

Quincy Community School
E.S.L. Program
885 Washington Street
Boston, MA 02111
426-3514

South Cove Community Health Center
885 Washington Street
Boston, MA 02111
482-7555

HAITIAN

CHAMA
(Cambridge Association of Haitian Americans)
130 Prospect Street
Cambridge, MA 02139

Getansam
P.O. Box 422
Medford, MA 02155

Haitian American Bilingual Teachers Association
c/o Olivia Sicard
English High School
77 Avenue Louis Pasteur
Boston, MA 02119
738-6300

St. Leo's Church Rectory
177 Harvard Street
Dorchester, MA 02124
436-1445

PORTUGUESE

Bristol Community College
Career Counseling Center
Fall River, MA 02720

Casa da Saudade
58 Crespo Street
New Bedford, MA 02740

CHAPA
7 Paleogos Street
Peabody, MA 01960

C.O.P.A., Inc.
Cambridge Organization for Portuguese Americans
1046 Cambridge Street
Cambridge, MA 02141
492-5800

Cape Verdean Community House, Inc.
339 Dudley Street
Roxbury, MA 02119
442-1494

Immigrants Assistance Center
58 Crapo Street
New Bedford, MA 02740

LUPA
920 Central Street
Lowell, MA 01852

NSCAP
17 Sewall Street
Peabody, MA 01960

OPAI
Organization of Portuguese American Immigrants
Hudson Town Hall
Hudson, MA 01749

Portuguese American Cultural Society, Inc.
383 Cambridge Street
Cambridge, MA 02141

Portuguese Continental Union
899 Boylston Street
Boston, MA 02115
536-2916

Project Scale
99 Dover Street
Somerville, MA 02144
625-1335

Somerville Portuguese American League
359 Somerville Avenue
Somerville, MA 02143
628-6065

SPANISH

Alianza Hispana, Inc.
409 Dudley Street
Roxbury, MA 02119
427-7177

Cardinal Cushing Center
1375 Washington Street
Boston, MA 02118
542-9292

Casa del Sol
21 James Street
Boston, MA 02118
536-8281

Concilio Hispano
130 Prospect Street
Cambridge, MA 02139
661-9406

GLEAM
Greater Lawrence Ecumenical Action Ministry
Lawrence, MA 01841

HOPE/Talent Search
1 Pasea Borinken
Boston, MA 02118
267-6744

Inquilinos Boriquas En Accion
405 Shawmut Avenue
Boston, MA 02118
262-1342

Oficina Hispana
125 Amory Street
Jamaica Plain, MA 02130
522-8917

South End Community Health Center
400 Shawmut Avenue
Boston, MA 02118
266-6336

Trabajadores Unidos
630 Tremont Street (rear)
Boston, MA 02118
247-1716

UNITAS, Inc.
48 Lawrence Street
Lowell, MA 01852

Other Priority Populations

COUNSELING, TRAINING, JOB PLACEMENT AND OTHER SPECIAL SERVICES

ABCD
Action for Boston Community Development
178 Tremont Street
Boston, MA 02111
357-6000

Community Learning Center
614 Massachusetts Avenue
Cambridge, MA 02139
547-1589

Dorchester Assessment and Training Center
450 Washington Street
Dorchester, MA 02124
436-0200

Educational Opportunities Center
106 Spring Street
New Bedford, MA 02740

International Institute of Boston
287 Commonwealth Avenue
Boston, MA 02115
536-1081

OIC of Boston
(Opportunities Industrialization Centers)
184 Dudley Street
Roxbury, MA 02119
442-2424

Recruitment and Training Program
90 Warren Street
Dorchester, MA 02119
427-4800

Roxbury Multiservice Center
317 Blue Hill Avenue
Dorchester, MA 02121
427-4470

Third World Jobs Clearinghouse
412 Tremont Street
Boston, MA 02116
451-2452

Women's Technical Institute
739 Boylston Street
Boston, MA 02115
266-2243

Y.M.C.A. Hispanic Services
316 Huntington Avenue
Boston, MA 02115
536-7800

ORGANIZATIONS OF BUSINESS, LABOR, QUASI-POLITICAL AND SERVICE GROUPS

The following is a small list of potential resources to contact during your community outreach activities. Remember, you need to focus your outreach so that the contacts you make will meet your recruitment and/or publicity needs.

You can build up this list by asking each one of your contacts for one or two additional contacts or by thumbing through your local Yellow Pages for headings like "Associations," "Community Centers," "Labor Organizations," "Fraternal Organizations," or "Clubs." Personal referrals from an already established contact are, of course, preferred.

Business and Labor

Boston Chamber of Commerce
125 High Street
Boston, MA 02110
426-1250
(For other cities and towns, check Yellow Pages under "Chambers of Commerce")

Boston Jaycees
125 High Street
Boston, MA 02110
246-2364

Massachusetts Businessmen's Association, Inc.
135 Wood Road
Braintree, MA 02184
848-4950

Massachusetts State Labor Council, AFL-CIO
6 Beacon Street
Boston, MA 02108
227-8260

National Alliance of Business
190 High street
Boston, MA 02110
426-4315

National Alliance of Professional and Executive Women's Networks
1 Faneuil Hall Market Place
Boston, MA 02109
770-2874

National Association of Manufacturers
2 Militia Drive
Lexington, MA 02173
862-2314

National Federation of Independent Business, Inc.
31 Milk Street
Boston, MA 02109
482-1327

Quasi-Political

League of Women Voters of Massachusetts
8 Winter Street
Boston, MA 02108
357-8380

Massachusetts Municipal Association
(Mass. League of Cities and Towns)
131 Tremont Street
Boston, MA 02111
426-7272

National Association for the Advancement of Colored People (NAACP)
451 Massachusetts Avenue
Boston, MA 02118
267-1058

Urban Leagues of Eastern Mass.
236 Huntington Avenue
Boston, MA 02115
266-5380

Social Services and Advocacy

Massachusetts Association of Community Mental Health Agencies
Waltham, MA, 02154
893-4792

Massachusetts Association for Mental Health
One Walnut Street
Boston, MA 02108
742-7452

Massachusetts Association for the Blind
200 Ivy Street
Brookline, MA 02146
738-5110

Massachusetts Association for Retarded Citizens
217 South Street
Waltham, MA 02154
891-6270

Massachsuetts Commission for the Blind
110 Tremont Street
Boston, MA 02108
727-5550

Massachusetts Department of Commerce Development
State Office of Minority Business Assistance (SOMBA)
100 Cambridge Street
Boston, MA 02114
727-8692

Massachusetts Department of Mental Health
Mental Retardation Services
160 North Washington Street
Boston, MA 02114
727-5608

Massachusetts Federation of Women's Clubs
115 Newbury Street
Boston, MA 02116
536-8658

Massachusetts League of Community Health Centers
100 Boylston Street
Boston, MA 02116
426-2225

Massachusetts Rehabilitation Commission
80 Boylston Street
Boston, MA 02116
426-5835

National Federation of the Blind of Greater Boston
120 Tremont Street
Boston, MA 02108
542-8459

United South End Settlements
Harriet Tubman House
566 Columbus Avenue
Boston, MA 02118
536-8610

Selecting and Organizing Your Activities

Each of these groups offers great potential for establishing and maintaining visibility and support for your school. If the vocational school is perceived as an integral part of the community and a responsible advocate for the future of their youth, the community is more likely to respond favorably to vocational education.

The charts on the following pages will help to summarize the information provided in this chapter and can be used as a check list for your planning efforts.

STRATEGIES FOR INCREASING PUBLIC AWARENESS

Strategies	Activities
1. Work with the Community at Large.	
1.1 Use a variety of media and methods to create an awareness within the community of the changing roles and new educational and employment opportunities available to men and women in today's society.	• Place program information in places where it is most likely to be read by priority population students and their families. • Meet with equal rights and other advocacy groups to publicize school concern in recruiting priority population students and benefit from their expertise. • Prior to the beginning of each school year, advise students, parents, employees and the general public that all vocational opportunities will be offered without regard to race, color, creed, national origin, sex or handicap. • Provide a brief summary of program offerings and admission criteria in public announcements along with the name, address, and telephone number of the person(s) designated to coordinate admissions and Title IX and Section 504 compliance activity.
1.2 Establish advisory councils of business people committed to affirmative action hiring.	• Design public notification and promotional literature to reach not only the majority community but also minority communities which may not utilize majority media. • Avoid creation or perpetuation of stereotypes through text or illustration. To the extent possible pictures should portray priority population students in programs and occupations in which they traditionally have not been represented.
1.3 Promote a statewide public awareness campaign to present appropriate role models.	• Wherever possible, include persons from priority populations in recruiting teams. These individuals may be teachers, graduates, employers. etc.
1.4 Articulate efforts between the various agencies currently involved in promoting sex and eduational equity programs in the community.	• Insure that all promotional efforts (including activities of school officials, counselors and vocational staff) are undertaken in a manner that will not create or perpetuate stereotypes. (Examples of promotional efforts are career days, parents' nights, shop demonstrations, visitations by groups of prospective students and by representatives of business and industry.)
1.5 Stimulate and encourage efforts by community groups to promote sex and educatonal equity issues where no effort currently exists.	• Invite community representatives to inservice training meetings. • Solicit participation in awareness programs from other educational and community groups involved in serving priority populations in order to reduce duplication of efforts.
1.6 Provide model programs and materials to various community agencies, especially those serving priority populations.	• Conduct "open house" programs during work and non-work hours to expose the community to vocational-technical programs. • Invite media personnel to classes, emphasizing innovative accomplishments by students and teachers. • Organize public library displays on vocational training programs and enrollments. • Convey information and heighten awareness through bulletin boards, displays, posters, newspaper inserts and other media. • Place rip-off mail-back cards regarding program opportunities in pubicly accessible places.

Adapted from: Linda Schulle Dillon. A Model to Increase Non-Traditional Enrollment in the Community and Technical Colleges of North Carolina. Final Report. Department of Community Colleges, Raleigh, N.C.: 1982.

Strategies	Activities
2. Collaborate with Employers	
2.1 Promote attitude change among employers through a variety of methods.	• Compile a list of trade unions/organizations' local presidents for student use.
2.2 Make consciousness raising activities available to employers for use at professional meetings.	• Arrange for local trade association representatives to view classroom activities involving training of priority population students.
2.3 Articulate efforts between students, counselors and employers through workshops and other means.	• Formally recognize employers who hire priority population personnel through awards and listings in applicable community publications.
2.4 Provide employers with factual information concerning absenteeism, job retention, job satisfaction and dependability of priority population employees.	• Publish general information about priority population students in different program areas and distribute to local employers working in these areas.
2.5 Target special efforts at small businesses and local industries to promote employment of vocational school graduates.	
3. Relate to the Needs of Significant Others.	
3.1 Encourage a willingness in significant others to accept the goals of priority popuation students as reasonable and important to their individual fulfillment.	• Provide informational programs to parents re: vocational school offerings.
3.2 Provide support systems to priority popuation students where none exist.	• Send copies of announcements of vocational school course offerings to parents and describe dissemination procedures.
3.3 Identify instances where priority population students are experiencing bias and a lack of support from family and friends, and assist them in planning ways to overcome this.	• Arrange for parents to visit job sites with successful graduates of the program where it seems appropriate.

FOOTNOTES: Reaching Out

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These data, gleaned from the reports and surveys of school systems across the country, were supported by interviews with local guidance counselors and samples of recruitment materials collected from Massachusetts schools.

The result is a bibliography which is intended to provide you with more information about the current trends in vocational education recruitment, insights into the barriers facing priority population enrollments and resources for increasing your capacity to create outreach, public speaking and media networks for your recruitment campaigns.

The major resources for securing copies of the publications were the Massachusetts Vocational Curriculum Resource Center in Lexington and the ERIC Clearinghouse/National Center for Research in Vocational Education at Ohio State University. Wherever possible, the citations in this bibliography will include MVCRC and/or ERIC reference numbers.

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